



# Glen Hills Primary School

## Behaviour and Discipline Policy

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Behaviour at Glen Hills is outstanding (Ofsted 2018). A very few pupils, however, provide a constant challenge to teachers and other children alike. The School expends considerable time and energy with these pupils in order to safeguard others in the school. There are no swift, simple, solutions, though our staff working together with their parents, means that problems are discussed, shared, and solutions sought. We endeavour to modify children's behaviour by praise of their positive actions rather than responding to their negative conduct. Every pupil is dealt with in as fair and consistent a manner as possible, in the way best suited to his/her individual needs (particularly in relation to children with SEND), to ensure that no discrimination takes place. This policy has been extensively revised to reflect the Route to Resilience (R2R) use of character muscles within the school's management of behaviour (See Appendix C).

### AIMS

- The aim of this policy is to develop in each and every child self-discipline and respect for each other, their belongings and needs (R2R links: Cooperation, Empathy, Respect, Self-management).
- As in all aspects of a child's development, his or her general behaviour should be considered as a joint responsibility and collaborative effort involving parents, child, and school (R2R link: Cooperation).
- Children come from many different backgrounds and with different values. While this can be a strength whilst they are in school, we emphasise positive, constructive, and sociable values (R2R links: Resilience, Respect, Optimism).
- We ask for and expect a good standard of behaviour from all children - including consideration and respect for others, tolerance, taking turns, care of property, politeness and honesty (R2R link: Honesty, Cooperation, Friendship, Respect).
- We recognise that some children find this difficult or alien for a variety of reasons (sometimes long lasting and deep seated, sometimes temporary), but the vast majority of Glen Hills pupils are friendly, cooperative and well socialised (R2R Link: Friendship, Empathy, Respect).
- To encourage these aims, regular R2R/RSE themes are displayed around the school and referred to in whole school and departmental assemblies.

*For all paperwork of behaviour management, please see Appendices A, B and C.*

## TEACHING

At Glen Hills, our R2R values are an integral part of each classroom activity. They are used throughout school life to promote excellent conduct and to support improved conduct. We teach about relationships as part of our Route to Resilience work, through our Relationships and Sex Education (RSE), through our Citizenship, Community and British values work and through our SEAL work (Social and Emotional Aspects of Learning).

- Through discussions of real or fictional incidents
- Through stories and videos
- In Assemblies and R.E.
- In individual discussions with children
- The 'hidden curriculum' e.g. praise of good behaviour
- Through drama and role-play to develop positive interpersonal skills
- Through debate of serious issues (especially with older children)
- Group and collaborative work (including 1:1 counselling and Theraplay)
- Circle time
- Use of 'How Big is your Problem' strategy
- Use of coloured 'zones' to help children relate to feelings and emotions.

Issues, which may be included in such work, are:

- The essentiality of Truth and building up of trust
- Bullying, including homophobic, racial and cyberbullying
- Teasing
- All aspects of stereotyping
- Racism and incidents of 'hate'\*
- Sexism
- Ageism
- Providing alternatives to violence
- Abuse - physical, sexual and emotional (including peer to peer)
- Cooperation
- Unsocial language
- Disabilities
- Feelings
- Stealing
- Consequences and impact of chosen behaviours

*\*A 'hate' incident involves any pupil/s demonstrating malicious or threatening behaviour (physical, mental or verbal) towards another pupil or groups of pupils.*

## **Bullying**

The word 'bully' is commonly used term. At Glen Hills we interpret it as involving the aggressive domination regular harassment by one person or group over another. We try to pre-empt this problem by dealing with incidents as soon as they occur, whether they are of a physical, verbal or emotional nature.

## **Recording of Incidents**

All bullying, abuse (including peer-on-peer abuse or upskirting), incidents of racism, sexism, hate incidents, physical violence and sexually inappropriate incidents are recorded on CPOMs (Child Protection Online Monitoring system). Incidents of racism, bullying and hate are reported to School Governors on a regular basis.

We are aware that problems with behaviour can arise at any time, but in particular at lunchtime, playtime and arriving at or leaving school.

We stress regularly the type of behaviour we expect at all these times. We provide supervision at break-times, and talk regularly with Midday Supervisors about the children's behaviour.

When problems arise we encourage children to tell us if they feel hurt, insecure or badly treated but also to support each other in such situations. On occasions, we encourage children to talk problems through between themselves under adult supervision to eventually have ownership of the solution. Vocabulary around Route to Resilience is used by all staff to allow for consistency across the school.

We observe children who have problems and try to determine what reasons, frustrations *etc.* lie behind them, and in what particular circumstances the undesired behaviour occurs. We talk with individual children about their behaviour and detail what aspects of their behaviour are unacceptable and why. We provide small, achievable 'goals' to encourage change.

## **Parents**

The school works collaboratively with parents, so children that receive consistent messages about how to behave at home and at school. Staff must keep parents informed about any concerns with behaviour and involve parents when deemed necessary, and at the earliest opportunity.

Our expectations for behaviour are important parts of the Home School Agreements, and we expect parents to read these and support the school and its staff.

## **Use of Reasonable Force**

All staff at Glen Hills have a duty (and a legal right under the Education and Inspections Act 2006) to intervene and use reasonable force in any aggressive or physical behaviour, in order to keep pupils and adults safe from harm or distress. Reasonable force is used only in order to 'control or restrain' a pupil. All use of reasonable force is governed by the DfE's guidance document 'Use of Reasonable Force' (July 2013).

Certain staff are trained in positive handling techniques that seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect to attempt to keep people safe during a critical incident.

Any use of reasonable force to restrain an individual is recorded using the Bound Book.

If a child is deemed to be a risk to others around them due to their behaviour, a Risk Assessment will be completed by the class teacher and SENCo to assess their behaviour, and strategies put in place to deescalate inappropriate behaviour (see Appendix B). This also will be uploaded onto CPOMs.

### **Language**

The use of inappropriate, racist, hate, sexist or offensive language is not tolerated, whether within the school or nearby. We are aware that some children may not realise that this kind of language is offensive and staff will work sympathetically to modify behaviour and notify parents.

### **Peer-on-Peer Abuse**

Glen Hills recognises that children sometimes display abusive behaviour themselves, and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is not tolerated nor passed off as “banter” or “part of growing up”. This abuse might, for example, include all forms of bullying, but might extend to sexual assaults, initiation/hazing type violence, aggravated sexting and physical violence experienced by both boys and girls.

The school and its staff will take all possible actions to ensure such peer-on-peer abuse cannot go unnoticed by discussion at age-appropriate levels.

## **ACTION FOLLOWING ANY REPORTED ‘INCIDENT’ OF UNACCEPTABLE BEHAVIOUR.**

Unacceptable behaviour is defined as anything that causes actual or emotional injury or offence to anyone or damage to the property, or substantive disruption of learning.

### **LEVEL 1 – (Individual isolated incidents)**

On discovering any unacceptable behaviour the member of staff or responsible adult should:

1. Stop any incident (with any physical restraint being kept to a minimum)
2. Calm and comfort the offended or injured parties
3. Ensure First Aid is administered if needed

4. Try to establish what happened whilst staying impartial by listening to all sides of the story, including witnesses
5. Deal with the immediate problem
6. Use appropriate methods to get children to explain what happened and try to ascertain the facts. This may involve children talking, drawing or writing about the incident
7. Try to clarify whether this the behaviour was intentionally 'aggressive' or 'accidental'
8. Encourage a written or verbal apology to child or adult involved
9. Show disapproval of the unacceptable behaviour. Appropriate sanctions should be used.  
Appropriate sanctions include:
  - Behaviour tracker/Star Chart
  - Home School liaison book
  - Loss of playtime/Dinner times
  - Discussions with Deputy Head (Phase 2), Assistant Head (Phase 1) or Head teacher when required
  - Fixed term exclusion
  - Permanent exclusion
10. Discuss with the children alternative ways of avoiding or dealing with such incidents should they recur during a debriefing (when the child is able to reflect on their conduct)
11. Report matter to class teacher at the earliest opportunity. If the matter is serious, then it must be reported to the Phase Leader
12. Record on CPOMs only if necessary at this stage

### **LEVEL 2 – (Repeated inappropriate behaviour)**

When several incidents involve one individual (or a group), we do not assume that it is coincidence. A behaviour plan can be used to monitor behaviour (along with CPOMs), record strategies used with an individual, and targets set.

1. After an incident at this level the teacher must record the incident using CPOMs.

2. A teacher talks to other staff: we observe the child, and report any incidents. (This may include Head, Phase Leader, SENCo, Lunchtime staff, or non-teaching staff). This may involve watching a suspected 'perpetrator' and/or a 'victim' of bullying or, a child reported to be unhappy in some way.
3. If considered appropriate, the member of staff may wish to contact the parents informally to discuss the situation (e.g. home time). At this stage is recommended that the conversation and actions are recorded on CPOMs.
4. If required, a Risk Assessment (Appendix B) will be completed by the class teacher and SENCo, shared with all appropriate staff, and uploaded onto CPOMs.
5. If further incidents occur, then parents are formally contacted and encouraged to discuss the problem and work with us to eradicate it, e.g. a weekly or daily meeting with parents, or a 'report' - or a change of friendship group. First –a formal letter is sent to parents by the Head teacher) and a copy of this is put in the pupil's record file in the school office and uploaded onto CPOMs. At this stage, a Behaviour Plan (see Appendix A) would be started with agreed targets and the child would be placed on the Special Needs Register.
6. In some circumstances, we may recommend a physical, psychological or psychiatric assessment. We may direct parents to G.P., speak with the School Counsellor or other appropriate agencies, Leicestershire Family Service Unit, N.S.P.C.C., various 'help' lines.

### **LEVEL 3 – (Serious inappropriate behaviour)**

1. Serious incidents must be reported to the class teacher/Phase Leader if dealt with by other members of staff
2. Parents/carers of parties involved to be notified by class teacher or member of the Senior Leadership Team
3. Head teacher to be notified (a serious incident form will then be completed)
4. Incident must be recorded on CPOMs
5. A final sanction of serious inappropriate behaviour could be temporary or permanent exclusion from school.

## Appendix A

Glen Hills Primary School

### Integrated Behaviour Intervention Plan & Positive Handling Plan

Name of Pupil:		Name of Teacher:	
Date of Birth:		Date of Plan:	
Class Group:		Review Date:	

Other class staff:		
<p><b>Trigger Behaviours</b> <i>(Describe common behaviours/situations which are known to have led to de-escalation techniques/positive handling begin required. When is such behaviour likely to occur? E.g. Teasing from other students)</i></p>		
<p><b>Warning signs</b> <i>(Describe comment behaviours that may be observed)</i></p>		
<b>Description of Behaviour</b>	<p><b>How likely is the risk to happen?</b>                  High - daily                  Medium – weekly                  Low – less than once a week</p>	<p><b>How great is the risk to others?</b>                  High – potential to cause serious injury to others, self and property                  Medium – some potential to injure and harm                  Low – prevents learning but no risk of injury</p>
<p><b>Are there any medical or emotional considerations?</b></p>		

<b>Behaviour Improvement Targets:</b>			
<b>Targets:</b>	<b>Frequency:</b>	<b>Staff will:</b>	<b>Evaluation:</b>
<p><b>Preferred De-escalation Strategies:</b> (Describe CALM strategies that, where and when possible, should be attempted <b>before</b> positive handling techniques are used) Tick box and add details if required.</p>			
Verbal advice/support <input checked="" type="checkbox"/>	Distraction <input checked="" type="checkbox"/>	Reassurance <input checked="" type="checkbox"/>	
Planned ignoring	Contingent Touch wrap around hug <input checked="" type="checkbox"/>	CALM talking/stance – going down to her level <input checked="" type="checkbox"/>	
Time out offer	Time out directed	Transfer to another adult <input checked="" type="checkbox"/>	
Reminder of choices/limits /consequences	Humour	Success reminder	
<p><i>Others/Details for above:</i></p>			

<b>Preferred handling strategies:</b> (Describe the preferred staff responses/holds) Tick or cross as appropriate.			
<b>Single person holds and escorts</b>		<b>Two person holds and escorts</b>	
Caring C guide		Friendly hold	
Double elbow		Single elbow	
Half shield		Figure of four	
Opening the oyster (hair		Double elbow	



pulling)			
Help hug		Escort to chair	
Cradle hug		Single elbow in chair	
Manipulation of knuckle (hair pulling)		Small child escort	
		Manipulation of jaw (biting)	
<b>Other physical intervention strategies</b> (please suggest other strategies that have been successful)			
<b>De-briefing process following incident:</b>			
<b>Physical Condition:</b>		Monitored/checked by first aider:	
<b>Script</b>			
<b>"I am sorry I had to hold you. I care about you too much to let you lose control."</b>			
<p><i>Team teach techniques seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally. These are an infrequent side effect to attempts to keep people safe. Possible bruising or scratching may occur accidentally and these are not to be seen as a failure of professional technique, but a regrettable side effect of attempts to keep people safe during a critical incident.</i></p>			
<b>Recording and notification required:</b>			
Behaviour diary			
ABC sheets			
Time and length of any seizure			
Parents informed			
<b>The undersigned have been involved in the design of this plan and agree to its implementations:</b>			
Parents: .....			
Student (if appropriate): .....			
Teacher: .....			
Support staff: .....			
<b>Review Date:</b>			
<b>Copied to:</b>			
All signatories:		SLT:	Other staff:

**Appendix B**

**PUPIL BEHAVIOUR RISK ASSESSMENT**

Pupil Name
Class
Assessor (Teacher/SENCO)
Date

What health and safety hazards arise or could arise from the behaviour of this pupil?

1. What risks do they pose and to whom?	LEVEL OF RISK: High/Medium/Low
2. What has been done so far to remove or reduce the risks?	REMAINING RISK: High/Medium/Low
3. What further action is required to reduce the risk further?	LEVEL OF RISK ONCE ALL CONTROL MEASURES ARE IN PLACE: High/Medium/Low

List any activities which cannot be safely managed, as far as it is possible to foresee.

Any further comments:

Signed by SMT:

Review date:

This form must be uploaded to CPOMs.

## Appendix C

1. **Focus** – to give your full attention to a task and being able to ignore distractions around you.
2. **Cooperation** – to work well with peers, taking in ideas, listening to each other and building a solution together
3. **Perseverance** – to continue trying, looking at different approaches while maintain a can-do attitude
4. **Good thinker** – to take your time to solve a problem on your own with the skills you already possess
5. **On Fire** – to approach a task with enthusiasm and vigour
6. **Bravery** – to be confident to give a challenge a try, even if you are not sure if you will be successful
7. **Going the extra mile** – to put in the extra effort required, being ready to revisit and revise, to take a piece of work from good to great.
8. **Listening** – to pay full attention when someone is speaking to help you move onto the next steps.
9. **Good humour** – to have fun and understand life has many twists and turns, to help make others feel happy
10. **Curiosity** – to want to learn and understand new things whether that is a personal, social or academic activity
11. **Optimism** – to have a positive outlook on tasks, relationships and situations
12. **Self-esteem** – to have confidence and self-belief in yourself when approaching a new task
13. **Self-manage** - to respond with careful thought to situations, to help, amongst other things, to manage your emotions.
14. **Gratitude** – to be thankful for everything you receive, to be thankful to everyone who helps and supports you
15. **Respect** – to show consideration to others' opinions and feelings even when you don't agree with them
16. **Reasoning** – to think about problems logically and sensibly so you may conquer problems effectively
17. **Honesty** – to be truthful and never lie, to stand up for justice even if you are standing alone
18. **Friendship** – to be loving and supportive to your peers, to build good relationships
19. **Resilience** – To be able to adapt, find a helpful solution to any problems and recover from difficulties.
20. **Empathy** - The ability to understand other people's feelings and find the best way to help or comfort them when they need it.

Policy	<i>Behaviour and Discipline Policy</i>
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